



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

BY

**RIZKY AMALIAH ULFIATUNNIQMAH**

**SIN. 11513200140**

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

**1441 H/2019 M**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**REFLECTION OF GENDER SELF-ESTEEM IN SPEAKING  
ACTIVITY OF THE SECOND YEARS STUDENTS AT  
ENGLISH EDUCATION DEPARTMENT IN STATE  
ISLAMIC UNIVERSITY OF SULTAN  
SYARIF KASIM RIAU**

A Thesis

Submitted to Fulfill one of Requirements  
For Getting Bachelor Degree in English Education  
(S.Pd.)



UIN SUSKA RIAU

By

**RIZKY AMALIAH ULFIATUNNIKMAH**

**SIN. 11513200140**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/2019 M**

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**SUPERVISOR APPROVAL**

The thesis entitled *A Reflection of Gender Self-esteem in Speaking Activity of the Second Year Students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau* is written by Rizky Amaliah Ulfiatunnikmah, SIN.11513200140. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabi'ul Awal 1<sup>st</sup>, 1441 H  
Oktober, 29<sup>th</sup>, 2019 M

Approved by:

Supervisor I,

Dr. Bakhori, S.Pd.I., M.Pd

Supervisor II,

Zelly Putriani, M.Pd

The Head  
of the Department of English Education

Drs. Samsi, M.H.Sc





### Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## EXAMINERS APPROVAL

The thesis entitled *A Reflection of Gender Differences between Male and Female in Self-Esteem in Speaking Activity at Second Years of English Education Department at State Islamic University of Sultan Syarif Kasim Riau* is written by Rizky Amaliah Ulfiatunnikmah, SIN.11513200140. It has been accepted and has been examined by the final examination Committee of Undergraduate Degree on 26 November 2019/ 29 Rabi'ul Awal 1441 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education Department.


Pekanbaru, Rabi'ul Awal 29<sup>th</sup> 1441 H  
November 26<sup>th</sup> 2019 M

### Examination Committee

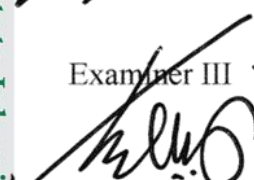
Examiner I

  
Drs. H. M. Syah'i S, M.Pd


Examiner II

  
Mainar Fitri, M.Pd

Examiner III

  
Dedy Wahyudi, M.Pd

Examiner IV

  
Nelvia Ibrahim, M.Pd

Dean

Faculty of Education and Teacher Training



Dr. H. Muhammed Syaifuddin, S. Ag., M.Ag.  
NIP. 19740704 199803 1 001



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ACKNOWLEDGMENT



In the name of Allah, the most gracious and the most merciful, praises belong to Allah almighty, the kind of universe. Through His guidance and blessing, the researcher has completed this project paper entitled: A Reflection of Gender Self-Esteem in Speaking Activity of the Second Years Students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau.

Then, shalawat and salam always be presented to the last messenger of Allah Prophet Muhammad S.A.W who has inspired and lightened many people up all around the world. In finished this paper, the researcher got many valuable helps and advice from many people. Therefore, the writer wishes to express sincere thanks to them, they are:

1. Prof. Dr. H. Akhmad Mujahidin, S.Ag., M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryan A. Jarmah, MA., as Vice Rector I, Drs. H. Promadi, MA, Ph.D., as Vice Rector III and staffs. Thank you for kindness and encouragement.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. Alimuddin, M.Ag., as Vice Dean I, Dr. Dra. Rohani, M.Pd., as Vice Dean II, Dr. Drs. Nursalim, M.Pd., as Vice Dean III and staffs. Thank you for kindness and encouragement.
3. Drs. Samsi, M.H.Sc., the Chairperson of English Education Department, who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
4. Cut Raudhatul Miski, S.Pd., M.Pd., the Secretary of English Education Department for her guidance to the students.
5. Dr. Bukhori, S.Pd.I., M.Pd., as the Academic Advisor, Thanks a lot for the guidance.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### © Hak cipta milik UIN Suska Riau

#### State Islamic University of Sultan Syarif Kasim Riau

6. Dr. Bukhori, S.Pd.I., M.Pd., as the first supervisor of the thesis and Zelly Putriani, M. Pd., as the second supervisor of the thesis. Thanks very much for motivations, corrections, suggestions, guidance and kindness in completing this thesis.
7. All lectures of English Education Department who has given suggestions and motivations and has taught and transferred their knowledge during the courses.
8. Her beloved parents Fahmi, S.H and Haryati, S.Ag who has given their love, attention, time, advice, support, full trust and prayer. The one beloved my young brother, M. Alfin Irzaki.
9. Her roommate, Sari Wati, S.Pd., Rabiah Adawiyah, who have given support, helps and the time.
10. Her bestfriends ever: Lestari, Eka Dimas Puspita, Cika Rizky Ananda S.Pd., thanks a lot for kindness, love and always gave support and caring.
11. Her bestfriends: Novinda Rosayanti S.Pd., Siti Nurhalimah, Dwi Zella Permata Yusda, and Miftahussahillah, Nadya Aprilia, S.Pd., Zulkifli, S.Pd., who always be beside the writer to give motivation, supports, helps and advice, thank you so much.
12. Her beloved B class: Zulkifli, Galih, Eki, Zella, Novinda, Lutfiah, Winda, Deni, Neila, Reska, Ela, Huda Babu, Nurfatman, Arsyiah, Siti, Ayu, Sayyidatul, Eka, Alvia, Eva, Fitri, Juliana, Puja, Suci, Pina and Tia for giving wonderful life as a student in PBI.
13. Thanks to her teaching practice colleges at SMK Labor Binaan FKIP UNRI: Jalih, Cece, Wirda, Windi, Dina, Anita, Ade, Taridah, Yola, Putri, and Tri, who shared the experience during our university period.
14. KKN Kerumutan, Julkifli, Musa, Ocu, Ikhwan, Ihsan, Eka, Tria, Ida, Novi, and Widi. Thanks for moments we have been through for 1,5 months.
15. And the last, all of the people who cannot be mentioned one by one, who had contributed the writer in accomplishing this research, thank you so much.

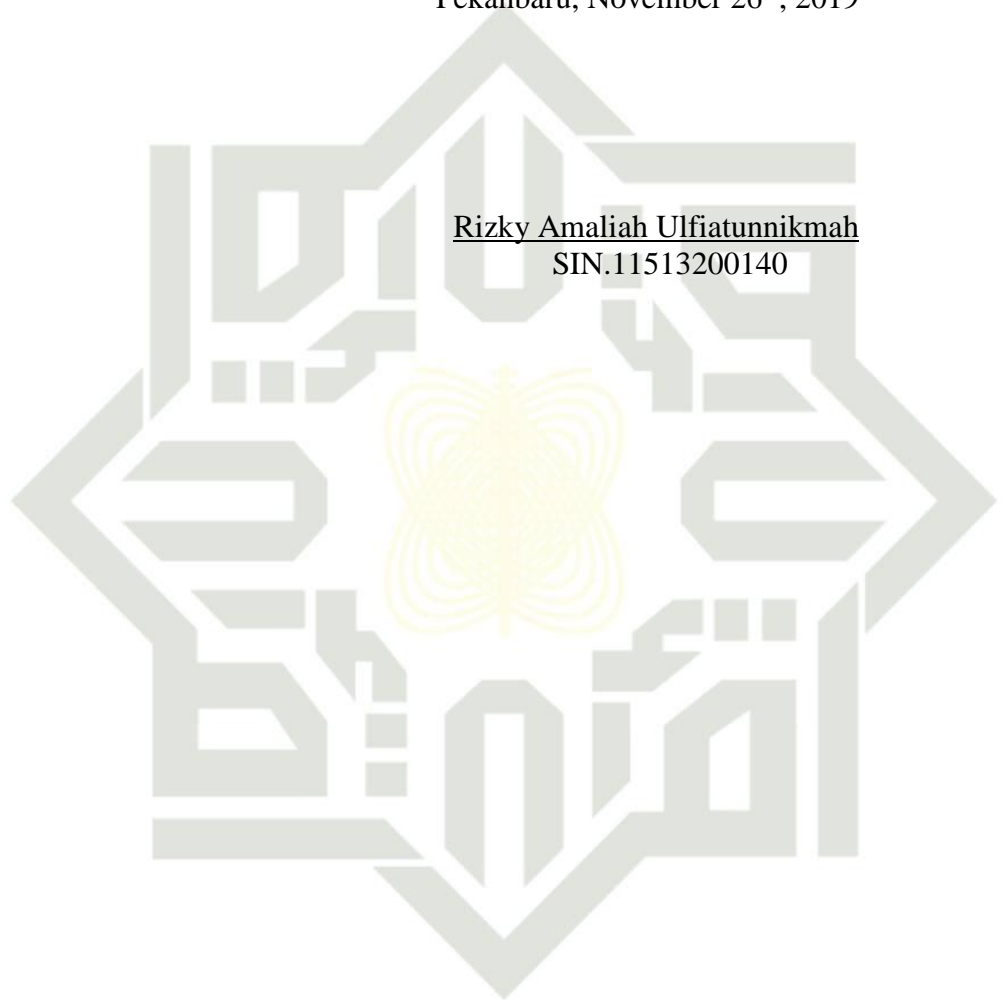
**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Finally, the perfection only belongs to Allah. Therefore, constructive comments, critiques and suggestion are really appreciated to improve the thesis. May Allah Almighty, the Lord of the universe bless us. Aamiin.

Pekanbaru, November 26<sup>th</sup>, 2019

Rizky Amaliah Ulfiatunnikmah  
SIN.11513200140



UIN SUSKA RIAU



## ABSTRACT

**Rizky Amaliah Ulfiatunnikmah (2019): A Reflection of Gender Self-esteem in Speaking Activity of the Second Year Students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau**

The aim of this research is to examine the difference of self-esteem in speaking activity between male and female English students. The design of this research was a comparative research as part of quantitative research. The samples of this research were 16 male and 16 female English students chosen randomly. The data in this research was obtained from survey questionnaires to the second year students of English Education Department in Islamic University of Sultan Syarif Kasim Riau. From the data analysis, the researcher found that male students' self-esteem in speaking activity tended to have "high" level. Meanwhile, female students' self-esteem in speaking activity had "low" level. Furthermore, the researcher found that there was no significantly difference of self-esteem in speaking activity between male and female, in which  $\text{sig.}t > 0.05$  ( $0.069 > 0.05$ ). It means, the difference of gender does not affect students' self-esteem in speaking activity.

**Keywords:** *Reflection, Difference, Self-esteem in Speaking Activity, Male and Female*

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## ABSTRAK

**Rizky Amaliah Ulfiatunnikmah (2019): Gambaran Perbandingan Antara Laki-laki dan Perempuan dalam Harga Diri ketika Aktivitas Berbicara pada Mahasiswa Bahasa Inggris Tahun Ke-dua di Universitas Sultan Syarif Kasim Riau**

Tujuan penelitian ini adalah untuk mengetahui gambaran perbedaan antara mahasiswa laki-laki dan perempuan dalam harga diri ketika aktivitas berbicara. Desain penelitian ini adalah penelitian komparatif sebagai bagian dari penelitian kuantitatif. Sampel penelitian ini sebanyak 16 mahasiswa laki-laki dan 16 mahasiswa perempuan yang dipilih secara random. Data dalam penelitian ini diperoleh dari hasil survey angket pada mahasiswa pendidikan Bahasa Inggris tahun ke-dua di Universitas Sultan Syarif Kasim Riau. Dari analisis data, peneliti menemukan bahwa harga diri pada aktivitas berbicara pada mahasiswa laki-laki cenderung memiliki kategori “tinggi”, sedangkan harga diri pada aktivitas berbicara pada perempuan di kategorikan sebagai “rendah”. Selanjutnya, peneliti menemukan tidak adanya perbedaan yang signifikan antara harga diri mahasiswa laki-laki dan perempuan pada aktifitas berbicara bahasa Inggris, dimana  $\text{sig.t} < 0,05$  ( $0.069 > 0.05$ ). Artinya perbedaan gender tidak mempengaruhi harga diri mahasiswa dalam aktifitas berbicara.

**Kata kunci:** *Gambaran, Perbedaan, Harga Diri dalam Aktivitas Berbicara, Laki-Laki dan Perempuan.*

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### ملخص

رزقي عملية ألفية النعمة، (٢٠١٩): صورة المقارنة بين الذكور والأنثى في عزة النفس عند أنشطة كلامية لدى طلبة اللغة الإنجليزية في السنة الثانية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

يهدف هذا البحث إلى معرفة صورة المقارنة بين الذكور والأنثى في عزة النفس عند أنشطة كلامية لدى طلبة اللغة الإنجليزية في السنة الثانية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. تصميمه البحث المقارنة كجزء من البحث الكمي. مجتمعه ١٦ طالب و ١٦ طالبة التي تمت اختيارها بشكل عشوائي. وجد البيانات من نتيجة الاستطلاع لدى طلبة قسم تعليم اللغة الإنجليزية في السنة الثانية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. من تحليل البيانات، يوجد أن عزة النفس في أنشطة كلامية لدى الطلاب يميل إلى أن يكون عالية، أما عزة النفس في أنشطة كلامية لدى الطالبات فتميل إلى أن تكون منخفضة. ثم وجد عدم الفرق الهام في عزة النفس بين الطلاب والطالبات في أنشطة كلامية الإنجليزية حيث  $sig.t > 0.05$  ( $0.0069 < 0.0005$ ). هذا يعني أن الفرق في الجنس لا يؤثر على عزة النفس لدى الطلبة في أنشطة كلامية.

الكلمات الأساسية: صورة، فرق، عزة النفس في أنشطة كلامية، الذكور والأنثى







1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>ملخص</b> .....	<b>viii</b>
<b>LIST OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Problem .....	5
1. Identification of the problem.....	5
2. Limitation of the Problem .....	6
3. Formulation of the Problem .....	7
C. Objective and Significance of the Research.....	7
1. Objective of the Research .....	7
2. Significance of the Research .....	8
D. Definition of Terms.....	9
<b>CHAPTER II REVIEW OF RELATED THEORIES</b>	
A. Theoretical Framework .....	10
1. Nature of Self-esteem.....	10
2. Gender Self-esteem .....	14
3. Speaking Activity.....	15
a. Self-esteem in Speaking Activity .....	15
B. Relevant Research.....	18



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

C. Operational Concept.....	20
D. The Assumptions and Hypothesis.....	21

### CHAPTER III METHOD OF THE RESEARCH

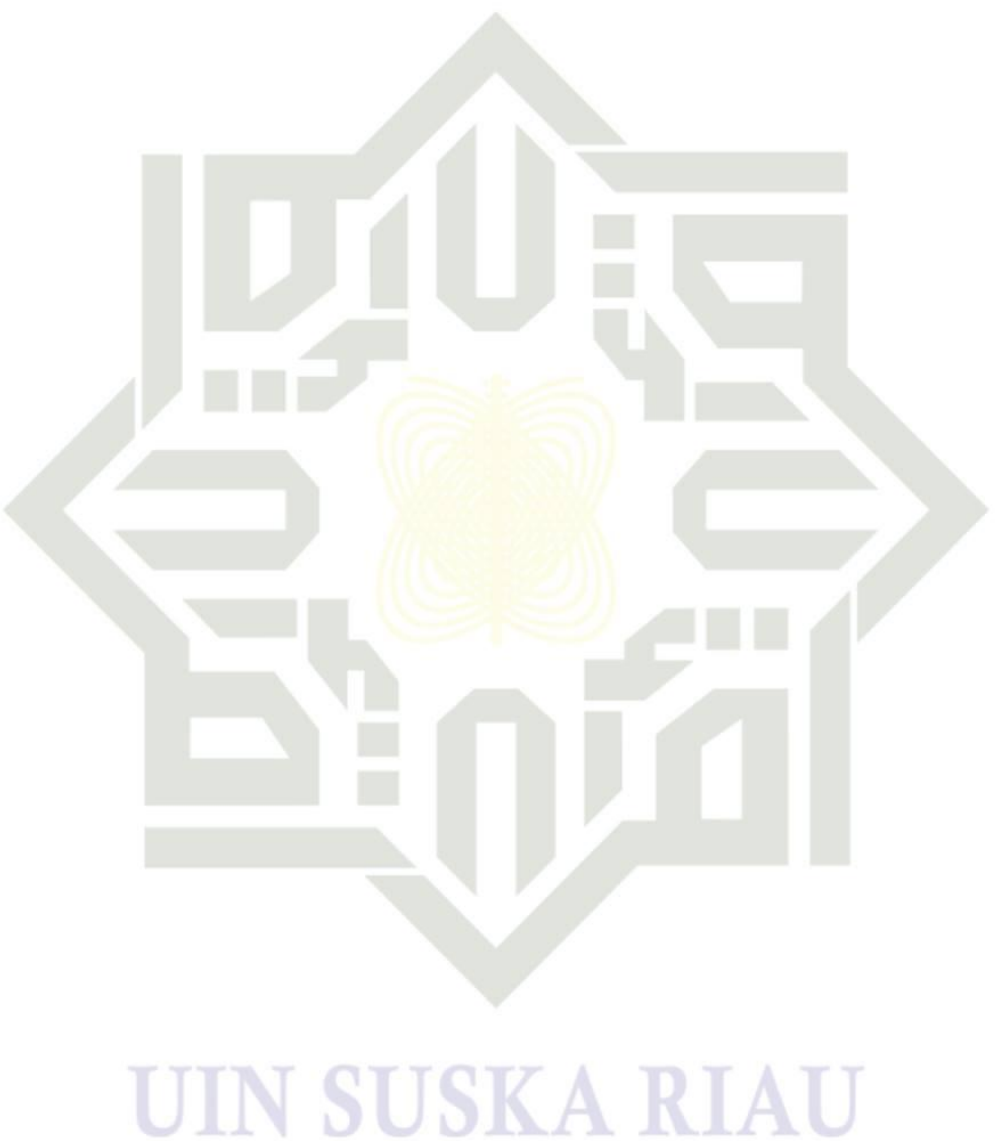
A. Research Design.....	22
B. Location and Time of the Research .....	23
C. Subject and Object of the Research .....	23
D. Population and Sample of the Research.....	23
E. Technique of Data Collection .....	24
F. Technique of Data Analysis .....	25

### CHAPTER IV FINDING AND DISCUSSION

A. Findings of the Research.....	27
1. Data Presentation of Male Students' Self-esteem in Speaking Activity .....	28
a. Performance of Self-esteem in Speaking Activity .....	28
b. Social of Self-esteem in Speaking Activity .....	32
c. Physical of Self-esteem in Speaking Activity .....	37
2. Data Presentation of Female Students' Self-esteem in Speaking Activity .....	41
a. Performance of Self-esteem in Speaking Activity .....	42
b. Social of Self-esteem in Speaking Activity .....	47
c. Physical of Self-esteem in Speaking Activity .....	51
3. Differences between Male and Female Students' Self-esteem in Speaking Activity.....	61
B. Discussion .....	62

### CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	66
B. Limitation.....	67
C. Recommendation .....	67



**REFERENCES**  
**APPENDICES**  
**CURRICULUM VITAE**

© **Hak Cipta** milik UIN Suska Riau

**State Islamic University of Sultan Syarif Kasim Riau**

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**Hak Cipta Dilindungi Undang-Undang**

© Hak cipta dilindungi Undang-Undang  
Dilarang mengutip atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

**LIST OF TABLES**

Table II.1 Indicators of students' self-esteem in speaking activity.....	21
Table III.1 Population of the research.....	23
Table III.2 Sample of the research.....	24
Table III. 3 Likert-scale of self-esteem in speaking activity.....	25
Table III. 4 Category of self-esteem in speaking activity .....	25
Table VI.1 Male students' level self-esteem in speaking activity .....	28
Table VI.2 Categories of performance self-esteem in speaking activity .....	28
Table VI.3 I feel confident about my abilities .....	29
Table VI.4 I feel frustrated or rattled about my performance .....	29
Table VI.5 I feel that I am having trouble understanding things that I read ....	30
Table VI.6 I feel as smart as others.....	30
Table VI.7 I feel confident that I understand things .....	31
Table VI.8 I feel that I have less scholastic ability right now .....	31
Table VI.9 I feel like I am not doing well.....	32
Table VI.10 Category of social self-esteem in speaking activity.....	33
Table VI.11 I'm worried about whether I'm regarded as a success or failure.	33
Table VI.12 I feel self-conscious .....	34
Table VI.13 I feel displeased with myself .....	34
Table VI.14 I am worried about what other people think of me.....	35
Table VI.15 I feel inferior to others at this moment .....	36
Table VI.16 I feel concerned about the impression I am making .....	36
Table VI.17 I am worried about looking foolish.....	37
Table VI.18 Category of physical self-esteem in speaking activity.....	38
Table VI.19 I feel satisfied with the way my body looks right now .....	38
Table VI.20 I feel that others respect and admire me .....	39
Table VI.21 I am dissatisfied with my weight .....	39
Table VI.22 I feel good about myself .....	40
Table VI.23 I am pleased with my appearance right now.....	40
Table VI.24 I feel unattractive .....	41



## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table VI.25 Female students' level of self-esteem in speaking activity.....	42
Table VI.26 Category of performance self-esteem in speaking activity.....	42
Table VI.27 I feel confident about my abilities .....	43
Table VI.28 I feel frustrated or rattled about my performance .....	43
Table VI.29 I feel that I am having trouble understanding things that I read .	44
Table VI.30 I feel as smart as others.....	44
Table VI.31 I feel confident that I understand things .....	45
Table VI.32 I feel that I have less scholastic ability right now .....	46
Table VI.33 I feel like I am not doing well.....	46
Table VI.34 Category of social self-esteem in speaking activity.....	47
Table VI.35 I'm worried about whether I'm regarded as a success or failure	47
Table VI.36 I feel self-conscious .....	48
Table VI.37 I feel displeased with myself .....	49
Table VI.38 I am worried about what other people think of me.....	49
Table VI.39 I Feel Inferior to others at this moment .....	50
Table VI.40 I feel concerned about the impression I am making .....	50
Table VI.41 I am worried about looking foolish.....	51
Table VI.42 Category of physical self-esteem in speaking activity.....	52
Table VI.43 I feel satisfied with the way my body looks right now .....	52
Table VI.44 I feel that others respect and admire me .....	53
Table VI.45 I am dissatisfied with my weight .....	53
Table VI.46 I feel good about myself .....	54
Table VI.47 I am pleased with my appearance right now.....	54
Table VI.48 I feel unattractive .....	55
Table VI.49 Recapitulation of the questionnaire for male students' self-esteem in speaking activity .....	56
Table VI.50 Recapitulation of the questionnaire for female students' self-esteem in speaking activity .....	58
Table VI.51 The score of students' self-esteem in speaking activity .....	60
Table VI.52 Normality test .....	61
Table VI.53 Independent samples T-test .....	62



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## LIST OF APPENDICES

- Appendix 1** : Questionnaires for Self-esteem in Speaking Activity
- Appendix 2** : Students' Responds to the Questionnaires
- Appendix 3** : Supervision Letters
- Appendix 4** : Thesis Supervision Activity Report
- Appendix 5** : Proposal Examination Approval
- Appendix 6** : Recommendation Letters
- Appendix 7** : Documentation



UIN SUSKA RIAU



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER I

### INTRODUCTION

#### A Background of the Problem

Branden (1994) examines that self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and being worthy of happiness Acharya and Deshmukh (2012) say that self-esteem as a psychological and social phenomenon in which an individual evaluate his or her competence according to some values. From that two definition above, it can be concluded that self-esteem means all of those feelings of competence and personal worth that hold a person together. Furthermore, Bos et al (2006) as cited in Febrina et al (2018) states that the development of self-esteem in individual starting from childhood to adulthood, and it will decline in adolescence. Robins et al (2002) states that there are several reasons that affected the decrease drastic self-esteem in adolescents, it is related to the storm and stress phases during adolescence, in which indicated by the changes in biological, cognitive, social, psychological, and academic. It is indicated that adolescence struggle with adjusting to their new mindsets and bodies, they often start to become highly critical of themselves and this situation make their self-esteem drastic change.

Furthermore, Leong and Ahmadi (2017) say that humans are programmed to speak before they learn to read and write. In any given, humans spend much more time to learn how to speak orally rather than using it in written form. It means that, speaking is the most frequently used language

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

skill, especially for students who took English as their majority. Unfortunately, sometimes students have lack when they establish speaking activity (make a conversation or speak in front of the audiences).

In line with the idea above, Leong and Ahmadi (2017) in their research found that the students stop talking because they face psychological obstacles and they cannot found suitable words and expressions when they established speaking activity. It means that speaking English is not only affected by some linguistic components such as: phonology, syntax, vocabulary, and semantics but also it's affected by psychology factors. The previous researcher state that psychological or personality factors, such as: self-esteem, anxiety, and motivation are urgent aspects in assigning the successfulness of the students' language learning. Based on the explanation above, it is clear that self-esteem become one of the reasons on English students successful in their speaking activity.

Regarding self-esteem in speaking, gender plays an important role in developing students' self-esteem. Gender generally asserted to impact upon the growth, demonstration and manifestation of self-esteem. It is supported by Kularski (2010) says that female always feel their self-esteem is inferior to male such as feelings of inadequacy, lack of confidence or feeling of being protected. This may be due to the different parenting roles and expectations of people in both male and female. It is also line with Coopersmith's (1967) finding research prove that self-esteem in a female is lower than self-esteem in a male.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Based on the facts above, it can be seen clearly that gender plays an important role in developing students self-esteem in speaking English. However, most of the previous research did not have a special concern on the role of gender for self-esteem development in speaking English activity. In this case, the previous research focus on the perception of self esteem in speaking (e.g. Scott et al, 1996; Ahmed et al, 2014; Fatbardha, 2014), the relationship self esteem and academic achievement (e.g. Creaby, 2016), and psychology factors affecting self esteem (e.g Mazouzi, 2013; Haidara, 2016).

From the previous research, it can be seen that research focus on the role of gender in self-esteem development in English speaking activities is still limited. They only investigated in gender and general self-esteem (e.g. Schwable & Staples, 1991; Bhardwaj, 2013; Bleidorn et al, 2015; Kularski, 2010; Naderi & Hamid, 2009; Sadia, 2013; Nitu, 2014; Nupur & Mahapatro, 2016; Rashid et al, 2017; the contribution of self-esteem in English proficiency (e.g. Pramita, 2012), and another study focuses on the relationship between students' self-esteem and speaking ability (e.g. Syahroni, 2015

Besides, the researcher found that the previous research finding indicates controversy about the role of gender in self-esteem level, in which some research found that male have higher than female (e.g. Sadia, 2013; Srivastava & Agarwa, 2013; Aregu, 2013; Nitu, 2014; Jain & Dixit, 2014; Bleidorn et al, 2016; Nuphur & Mahapatro, 2016; Rashid et al, 2017), other studies indicate that female have higher than male (Sadia, 2013; Srivastava & Agarwa, 2013), and some others show there are no differences between them



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

(Patoon et al, 2004). Therefore, it is clear that research on genders role in self-esteem development in speaking still remains a large opportunity to be explored.

Based on some facts above, the researcher can say that most of the previous study was conducted in self-esteem as general. Additionally, the researcher found that most of the previous research investigated focuses on gender differences in self-esteem conducted in Western and Asian context and there is only one study that focuses on genders' self-esteem as determinant of performance in speaking task was conducted in Ethiopia (Aregu, 2013). The researcher also finds out that some previous expert investigated the differences gender in self-esteem only used instrument self-esteem in general. However, in Indonesia context, the researcher has not found a study that focuses on gender differences in self-esteem in speaking activity. Based on the facts above, it is clear that just a few studies investigating about the level differences genders of self-esteem focuses on speaking activity in Indonesia context.

Supporting the facts above, practical problems related to the role of gender in self-esteem in speaking activity also found at the English Education Department of State Islamic University Sultan Syarif Kasim Riau. As a formal institution, this university provides speaking activity as a major subject of English students. Additionally, based on a preliminary interview with few of second year students at English Education Department, the researcher found that they already follow the speaking course in the first semester until the

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

fourth semester, but most of the students still had lacks of confidence if the lecturer asked them to speak in front of the audiences. Furthermore, some of male students revealed that they were unconfident to speak because sometimes the audiences made them not comfortable. They also said that they were dissatisfied to themselves if they were failed to achieve their target. Some of them also believe that the appreciation from others can increase their self-confident and self-worth. Meanwhile, the researcher found that some of female students were unconfident to speak because sometimes they compared themselves to others. They also said that they often concerned about what other people think of them, and it made them feel insecure. From the problems above, it can be seen that there are many psychological factors that affected the students feel struggles when they speak in front of the audiences. In addition, there are differences between male and female in self-esteem in speaking activity.

Based on the explanation above, the researcher feels interested in conducting the research by the title: **“A Reflection of Gender Self Esteem in Speaking Activity of the Second Year Students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau”**.

#### B. Problem

##### 1. Identification of the Problem

Rivers (1981) argues that speaking is used twice as much as reading and writing in our communication. It indicates that in almost any setting, speaking is the most frequently used language skill.

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Unfortunately, the students have lack of self-confidence when they establish speaking activity. It can be seen from students' responses, such as: some of male students revealed that they were unconfident to speak because sometimes the audiences make them not comfortable. They also said that feel dissatisfied to themselves if they were failed to achieve their target. Some of them also believe that the appreciation from others can increase their self-confident and self-worth. Meanwhile, some of female students revealed that they were unconfident to speak because sometimes they compared themselves to others. They also said that they often concerned about what other people think of them. Additionally, in self-esteem in speaking activity there are many aspects that can be identified as problem in this research, such as students' source of self-esteem in speaking activity, students' factors of influence self-esteem in speaking activity or even relationship of self-esteem in speaking activity.

## 2. Limitation of the Problem

Pertaining to the identification of the problems above, it is important for the researcher to limit the problems in order to pay more attention to the specific problem on gender. So, in this research, the researcher focuses on the differences on gender self-esteem in speaking activity of the second year students at English Education Department at State Islamic University of Sultan Syarif Kasim Riau. The previous research conducted the role of gender in self-esteem and the findings found that male have higher self-esteem than female (Sadia, 2013;



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**© Hak cipta milik UIN Suska Riau**

Srivastava & Agarwa, 2013). Other studies found that female have high self-esteem than male (Schwalbe & Staples, 1991)

**3. Formulation of the problem**

Based on the problems above, the researcher formulates the problem in the research as follows:

- a. How is male self-esteem in speaking activity of the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau?
- b. How is female self-esteem in speaking activity of the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau?
- c. Is there any significant difference between male and female self-esteem in speaking activity of the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau?

**C Objective and Significance of the Research**

**1. Objective of the Research**

- a. To describe male self-esteem in speaking activity of the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau?
- b. To describe female self-esteem in speaking activity of the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau?

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

- c. To examine the differences of self-esteem in speaking activity between male and female of the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau?

## 2. Significance of the Research

There are several significance in this research, the first is hopefully this research findings can be beneficial for the researcher as a novice research in learning how to conduct a research, the findings of this research also expected to be used as a reference for those who want to do researching the field of teaching and learning English as a second language or foreign language. This research also expected to be positive and valuable information for teacher and lecturer who want to enhance students' self-esteem, especially in speaking activity. High self-esteem makes the students willing to speak with confidence. Besides, the findings of this research are expected to be positive and valuable information for individual who care about their self-esteem, especially individual who have low self-esteem and need to enhance their self-esteem in speaking activity. Finally, to fulfill one of the requirements for the researcher to complete his undergraduate degree program at English Education Department of Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### D. Definition of Terms

To avoid misunderstanding and misinterpreting on the term in this research, the terms are necessarily defined as follows:

1. **Reflection** is describing, analysing and evaluating individuals reflect upon experiences. Reflection involves an active exploration of experiences to gain new or greater understanding. It helps us to know and understand practical learning experiences. So in this research, reflection means a description of the differences of students' self-esteem in speaking activity between male and female.
2. **Gender Self-esteem** is becomes one of factors that affected self-esteem. Generally gender asserted to impact upon the growth, demonstration, and manifestation of self-esteem. During the past decades found that male tend to report higher levels of self-esteem than females do. This gender gap emerges in adolescence and persists throughout early and middle adulthood before it narrows and perhaps even disappears in old age.
3. **Speaking Activity** is activity that involves two or more people in whom participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed. It other word, speaking activity is an activity that include speaker and audiences in attractive and communicative activities.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. Theoretical Framework

##### 1. Nature of Self-esteem

###### a. Self-esteem

Branden (1994) examines that self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness. Acharya and Deshmukh (2012) say that self-esteem as a psychological and social phenomenon in which an individual evaluates his or her competence and own self according to some values. From that two definition above. In addition, Self-esteem expresses an attitude of approval or disapproval and indicates the extent to which the individual believes him/herself to be capable, significant and worthy. The other hand, self-esteem is what someone thinks and feels about his/her self, if someone has high self-esteem, they will feel good about who and what they are.

A person with high self-esteem tends to be able to do something, feels confident to speak or share ideas, and believe in himself with the ability he/she has. People high in self-esteem claim to be more likable and attractive, have a better relationship and make better impressions on others than people with low self-esteem, but self-esteem is not complacency or overconfidence. Both of those can set up for failure. Indeed, self-esteem is a basic need that makes an essential contribution to the human life process.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In addition, Kalanzadeh et al (2013) indicates self-esteem as a powerful motivating that can optimize language learning processes and more importantly consider enhancing student self-esteem as one of the primary goals of language education. Smith & Harte (2015) state that person with high self-esteem behave distinctly differently from students who have low self-esteem.

Students with high self-esteem have the characteristics, such as:

- a. Learn from past successes and look forward to future successes;
- b. Able to identify your strengths and accept your limitations;
- c. Care four yourself physically, emotionally, and mentally;
- d. Appreciate your positive qualities;
- e. Create goals in your life and work toward them;
- f. Have confidence that you can accomplish things, even if it takes more than one try;
- g. Feel capable of meeting life's everyday challenges and
- h. Happy and sure of yourself.

Stavropoulos et al (2015) as cited in Khalek (2016) say someone who has healthy self-esteem is a person who knows himself with all the limitations but is able to accept the limitations and view these limitations as a challenge for his development. It means a student with high level of self-esteem indicated feel good about himself/ herself in general. Even though they have a lack/limitation with something in daily life they do not unconfident with it and still positive thinking with themselves.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Meanwhile, students with low self-esteem can be easily recognized in a classroom setting. They usually adopt defensive mechanisms in order to prevent others from knowing how lacking in confidence or how incompetent they feel. Such behaviors may include:

- a. Bullying or threatening others and daydreaming;
- b. Comparing yourself negatively with others;
- c. Feeling shyness or withdrawal;
- d. Unwilling to take responsibility for their own actions;
- e. Lying, copying or cheating;
- f. Putting the blame on others when things don't go right;
- g. Boasting and demanding attention and
- h. Being overly concerned with regard to what others think.

From the fact above, it can be identified that low level of self-esteem has been linked to the behavioral problems and poor school performance as well as serious behavioral problems as suicidal tendencies, maladjustment, and leads to psychological problems.

Self-esteem is an attitude about the self and it is related to personal beliefs about skills, abilities, social relationship, and future outcomes. Although self-esteem can refer to the overall self or to specific aspects of the self, such as how people feel about their social standing, racial or ethnic group, physical features, athletic skills, job or school performance.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Similarity, Heartherton and Polivy (1991) state self-esteem conceptualized as a hierarchical construct such that it can be broken down into components. From this perspective, there are three major components of self-esteem: performance self-esteem, social self-esteem, and physical/appearance self-esteem. Based on facts above, the reseacher used the theory to become operational concept in this reseach.

Performance Self-esteem is a sense of general compotence and includes ntellectual abilities, school performances, self-regulatory capacities, and self-confidence. The performance of self-esteem can be broken down into subcomponents, namely: intellectual ability, school performance, self-regulatory, and self-confident. Based on fact above, it can be seen that people who are high in performance self-esteem believe that they are smart and capable.

Social Self-esteem is refers to how people believe others perceive them. If people believe that others, especially significant people, value and respect them, they will had high social self-esteem. people who are low in social self-esteem often experience social anxiety and high in public self-consciousness. They are highly attentive to their image and worry about how others view them. It means that, people who are accepted by their environment tend to have high self-esteem.

Physical Self-esteem is how people view their physical bodies, and includes such things as athletic skills, physical attractiveness, body image, as well as physical stigmas and feelings about race and ethnicity.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**2. Gender Self-esteem**

Female have often been expected and labeled as being more emotional than male. For example female are expected to show more guilt, shame and embarrassment whereas male are accused to show more pride. The area of gender differences is important to research, as self-esteem that encompasses gender may also encompass the self-conscious emotions or tendencies associated with gender (Bhardwaj & Agawal, 2013). Additionally, Kularski (2010) says that female tend to be more social than male and place more importance on social relationship than personal achievement when it comes to evaluating self-worth. This allows female to develop fewer relationships, but find the relationships they have to be more rewarding. On the other hand, female are more highly affected by self-image and concern for their appearance than male.

Self-esteem is one of the most basic psychological needs. There are a lot attributes that can have an effect on self-esteem. The variation of self-esteem the gender changes between adolescence and adulthood. The self-esteem is also formed differently between gender. Sadia (2013) examined there are significant gender differences in self-esteem of university students. Numerous studies have been done that focus on gender and self-esteem, the finding research show there are differences level of self-esteem between male and female, the male students reported higher level of self-esteem than female (Sadia 2013; Srivastava

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

& Agarwa 2013; Aregu 2013; Nitu 2014; Okwaraji et al 2016; Bleidorn 2016; Nupur & Mahapatro 2016; Rashid et al 2017). On the other hand, the result indicate that females have more high level of self-esteem than males (Naderi 2009; Bhardwaj 2013; Gasti & Shivacharan 2015), but several research find out that there are no significant differences level of self-esteem between male and female (Schwalbe & Staples 1991; Patton et al 2004; Denwigwe & Akpama 2013; Katrin & Marcus 2014). It can be conclude, that between male and female have the differences level in self-esteem.

### 3. Speaking Activity

#### a. Self-esteem in Speaking activity

Burns & Joyce (1997) define that speaking is an activity that involves two or more people in whom participant are both hearers and speakers having to react whatever they hear and make their contribution a high speed. In other word, speaking activity is an activity that includes speakers and audiences in attractive and communicative activities.

Brown (2007, p.145) as cited in Navita (2016) state that self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem. In other word, students with more happiness, optimism, and motivation indicated have a high level of self-esteem. in case the students who have these factors can help themselves to success in language learning.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Furthermore, Leong and Ahmadi (2017) Humans are programmed to speak before they learn to read and write. In any given, humans spend much more time to learn how to speak orally rather than using it in written form. According to Nunan (2003, p.48), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In other words, speaking is a complex skill which is crucial to be mastered. Because speaking is a productive skill, the students require have a good level of self-confident to use English as a tool of communication. The students who have self-confident automatically have self-esteem because self-esteem is related to self-confident. It is supported from Reklau (2018, p. 38-39) say when you love yourself, your self-esteem improves which makes you more confident. When you are confident in) areas of your life, you begin to increase your overall sense of esteem. you can work on both at the same time. It means that self-love is one of the pillars of self-esteem that can also affect self-confident.

Unfortunately, the students often feel unconfident and insecure with themselves and it is happen because there factors from internal and also external. In this regard, Krashen (1981) as cited in Rosyida (2016) claims that with high motivation, self-confidence, good self-esteem, and low level of anxiety, students will be better for success in second language acquisition.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Arnold and Brown (1999: p. 2) as cited in Lathifah (2015) state that there are three factors that affected learning, namely cognitive, affective, and psychomotor. Cognitive is related to think, affective is about emotion or feeling while psychomotor is related to physical/kinesthetic. These three domains also named bloom's taxonomy that purpose by a psychologist. Supporting by Wilson (1997) cognitive is the student intellectual skill in thinking, knowing and solve the problem. Anderson and Krathwohl (2001) developed the taxonomy of cognitive domain, which ranges from knowing, understanding, applying, analyzing, evaluating and creating.

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful in speaking activity: 1) students talk a lot as much as possible of the period of time allocated to the activity is a fact occupied by learners talk. 2) Students actively participate in speaking activities. 3) Students have high motivation enthusiasm to speak in class. The successful in speaking activity is measured through someone ability to carry out a conversation in the language.

So, based on the explanation above, the researcher concluded that speaking activity is activity that involves two-way processing between the speaker and the listener. It can be seen from how much the students talk as much as possible, participated in the activities, and have a high



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

motivation in speaking. The researcher takes it as indicators of this research to be combined with indicators of self-esteem.

### B. Relevant Research

At the level of university, Aregu (2013) examine the effect of self-esteem and gender as determinants of performance in speaking tasks at the 128 first year students in Bahir Dar University with range age of 17-20. The researcher used questionnaire from Rosenbreg Self-esteem Scale to analyze students self-esteem. in order to measure students' self-esteem speaking performance, the researcher used speaking tasks, he prepared some oral questions that focus on students' biography, hobbies and the like about which the can easily genertae enough information ehen they speak. The result shows that self-esteem determined their performance in speaking tasks. Students with high level of self-esteem were most likely to excel those with low level of self-esteem in speaking, and for gender the researcher found that boys had high level of self-esteem than girls.

Other studies investigate the effect of self-esteem, age and gender on the speaking skills of intermediate university EFL learners, Koosha et al (2011). Twenty participants include fifteen females and five males from among undergraduate EFL students studying toward teaching English as a foreign language at Islamic Azad University, Khorasgan. The researchers used a modified version of Farhady, et al scale (1995) was measured the students speaking ability in terms of the following



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

components: accent, structure, vocabulary, fluency, and comprehension. For determine the language proficiency of the students, the researchers used an OPT test. Because the researchers carry out the effect of self-esteem, age and gender on the speaking skill, they also measure the degree of students' self-esteem by using a questionnaire taken from Sorensen (2005) that contains of 50 items. The students were also asked to mention their age and gender as it was necessary to seek the correlation between variables. The results showed a significant relationship between self-esteem and speaking skill. There were also a reverse relationship between age and speaking skill.

Both of the researches focus on speaking skill and connected to self-esteem by using questionnaire as the data collecting. But the previous researchers only focus on self-esteem in general. Meanwhile, in this research, the researcher focuses on self-esteem in speaking activity. Hence, the using of the questionnaire from Hearherton and Polivy (1991) that not only consist of general self-esteem questionnaire but also performance self-esteem.

Additionally, Sadia (2013) in the research of Gender Differences in Self-Esteem and Happiness among University Students on 2013. The participant selected by using non-probability purposive sampling technique. The following inclusion criteria were used enrollment in the participants. The sample was composed of 120 university students (60 males and 60 females). The sample was drawn from various department

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of university of Sargodha. This research used Demographic Information Form, Rosenberg Self-Esteem Scale (1965), and Oxford Happiness Questionnaire (Argyle and Hills, 2001). First, the researcher used Demographic information form to gather information about age, education and gender of the participants. Second, the Rosenberg self-esteem scale (1965) that consisted of 10 items about the feelings of self-acceptance and self-worth was administered individually to the participants. Last, the researcher administered individually the Oxford Happiness Questionnaires by Argyle and Hills which 29 items to measure their level of happiness. The result shows that the male students have significantly higher level of self-esteem compare to the female university students. Furthermore, significant positive relationship was found between happiness and self-esteem of students.

**C. Operational Concept**

In order to clarify the theories are used in this study, the researcher will explain the variable of this study. This study is quantitative research which focused on comparison the male and female students' self-esteem in speaking activity. There are two variables used in this research, they are variable X as the independent variable and variable Y as the dependent variable.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table II. 1**  
**Indicator of students' self-esteem in speaking activity**

No.	Dimensions	Indicators	Number of items
1	Performance self-esteem	1. Students had the ability to solve the problem 2. Students had the capability to achieve the goal 3. Students had the ability to control their thoughts, feeling, and actions 4. Students had confidence to themselves	1,4,5,9,14,18,19
2	Social self-esteem	1. Students believe about what other perceive them	2,8,10,13,15,17,20
3	Physical self-esteem	1. Students view about their physical appearance	3,6,7,11,12,16

Source: Heatherton & Polivy (1991)

## D. Assumption and Hypothesis

### 1. Assumptions

Based on the theories and explanations above, the researcher assumes that Male and Female students have differences in self-esteem in speaking activity.

### 2. Hypothesis

$H_a$ : There is a significant difference between male and female self-esteem in speaking activity at Second Year Students of English Education Department

$H_o$ : There is no significant difference between male and female self-esteem in speaking activity at Second Year Students of English Education Department



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A Research Design

The researcher used quantitative approach that used non experimental types. Millan and schumacher (2006) state that Non-experimental describe things that have occurre and examine relationship between things without any direct manipulation of conditions that are experienced, research designs included non-experimental types, one of them is comparative design. According to millan and schumacher (2006) says that comparative design investigates whether there are differences between two or more groups on the phenomena being studied without direct control of conditions experienced.

From the explanation above, comparative design was suitable to find out the differences on phenomena of self-esteem in speaking activity between two groups, in which male and female students. Beside, this research used two variables, they are students' gender consisting of male and female as independent variable (X) and self-esteem in speaking activity as dependent variable (Y). To make it sure, the researcher illustrated the design as follows:

$$X1 : X2$$

Note :

X1 = Male students' of self-esteem in speaking activity

X2 = Female students' of self-esteem in speaking activity

: = The symbol of comparison

**Hak Cipta Dilindungi Undang-Undang**

**© Hak cipta milik UIN Suska Riau**

**C Subject and Object of the Research**

The subject in this research were the second year students of English Education Department at State Islamic University of Sultan Syarif Kasim Riau in 2018/2019 academic year and the object of the research were male and female students' self-esteem in speaking activity.

**D. Population and Sample of the Research**

The population of this study was all the second year students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau in 2018/2019 academic year that consists of 155 populations from 5 classes.

**Table III. 1**  
**Population of the research**

No	Classes	Population
1	Class A	26
2	Class B	30
3	Class C	32
4	Class D	33
5	Class E	34
Total		155

In this research, the researcher used proportional random sampling. Hadi (1980 p. 81) says that in porpotional random sampling, the size of the subsample follows the porpotion of the subpopulation and individual assigned

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

to each subpopulation choosen randomly. It means, the researcher took the sample from 32 stuedents that consist of 16 male students and 16 female students. In which 3 males and 3 females from class A, 3 males and 3 females from class B, 3 males and 3 females from class C, 3 males and 3 females from class D, and 4 males and 4 females from class E.

**Table III. 2**  
**Sample of the research**

No.	Classes	Male	Female	Total
1	Class A	3	3	6
2	Class B	3	3	6
3	Class C	3	3	6
4	Class D	3	3	6
5	Class E	4	4	8
Total		16	16	32

**E. Technique of Data Collection**

In this research, the researcher used questionnaire to collect the data from the samples. Cohen et al. (2000) state that questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, and being able to be administered without the presence of the researcher, and often being comparatively to analyse. Furthermore, the researcher used self-esteem scale adopted from Hearherton and Polivy (1991), which divide into 3 categories: performance, social, and appearance self-esteem. It consists of 20 items and the researcher used all of the items questionnaires. Moreover, the items written in Bahasa Indonesia in other with the respondents more understand to the questionnaire items. Furthermore, the researcher disseminated the questionnaire to 8 students for readable test.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Technique of Data Analysis**

Firstly, the students' respond was scored into 1-5 scale: Not at all=1, A little bit=2, Somewhat =3, very much= 4, and Extremely=5:

**Table III. 3**  
**Likert- scale for self-esteem in speaking activity**

No.	Options	Scores
1	Not at all	1
2	A little bit	2
3	Somewhat	3
4	Very much	4
5	Extremely	5

Source: (Heatherton & Polivy, 1991)

Second, the researcher analysed the score by using sum score in which the researcher summed scores for each individual to provide a single score for a variable representing all of the questions (Creswell, 2012, p. 178). The results were classified into two categories: low level of self-esteem in speaking activity and high level of self-esteem in speaking activity. Furthermore, it was also helped by using SPSS 20.0 and Microsoft Excel to find out frequencies and percentages.

**Table III.4**  
**Category of self-esteem in speaking activity**

Interval	Levels
20-60	Low level of self-esteem in speaking activity
61-100	High level of self-esteem in speaking activity

\*Adapted from Heatherton (1986)

Furthermore, to answer the first and second research questions, in which to find out male and female level of self-esteem in speaking activity, the researcher analyzed by using mean score. In order to answer the third research question which to find out whether there is significant difference

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

between male and female on self-esteem in speaking activity, the researcher analysed the data by using independent sample t-test analysis and helped by a statistic software statistical product and service solutions (SPSS) 20.0. According to Pallant (2010, p: 239) states that Independent Sample T-test is used when you want to compare the mean scores of two different groups of people or conditions. Furthermore the result of third research question was obtained statistically through the hypotheses:

- Ha :  $t_0 < 0.05$ . There is a significant difference between male and female students' self-esteem in speaking activity.
2. Ho :  $t_0 > 0.05$ . There is no significant difference between male and female students' self-esteem in speaking activity.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion generated based on the findings from data analysis of questionnaire in examining gender differences of self-esteem in speaking activity at second year English students at State Islamic University of Sultan Syarif Kasim Riau. This chapter also presents the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations.

#### A. Conclusion

Based on the findings and discussions, it can be concluded that male self-esteem in speaking activity of students second year at English Education Department in State Islamic University of Sultan Syarif Kasim Riau tended to had high level in performance self-esteem, in social self-esteem male students had high level, and physical self-esteem male students had low level. In general, the researcher found that male students tended to had high level of self-esteem in speaking activity.

Meanwhile, female students second year at English Education Department in State Islamic University of Sultan Syarif Kasim Riau had low level in performance self-esteem, in social self-esteem female students had low level, and physical self-esteem female students had low level. In general, the female students were categorized into low level. Besides, the researcher found that there was no significant difference between male and female in self-esteem in speaking activity at the students second year of



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

English Education Department at State Islamic University of Sultan Syarif Kasim Riau.

**B. Limitation**

The researcher had tried to conduct the researcher by matching with scientific procedures. However, this study still had some limitations dealing with participants and data collection techniques. The restriction of participants only on the second year of English students because the students started focuses on speaking course in second year of their study. Nevertheless, it is important to note that this research focused specifically on students' self-esteem in speaking activity. Hence, taking English students as sample have fulfilled the purpose of this research that is to examine students' self-esteem in speaking activity.

**C. Recommendation**

Based on the finding of this research, there are some recommendations that are useful for teacher, lecturer, students or ever future researcher. For teacher and lecturer, especially for speaking lecturer this finding encourage the lecturers to teach speaking with diversity on self-esteem level. However, the lecturers are required to boost supporting learning environment by utilizing any resources that they have. For the students, they can gain self-esteem through social persuasion. In this case, if an individual accepts his own existence, both strengths and weaknesses, then that person will love himself. High self-esteem can be affected in several aspects in our daily life. Students with low self-esteem frequently

have negative view of self and feel pessimists. Furthermore, research on gender differences of students' self-esteem in speaking activity that the researcher conducted only in context of second year English Students. So, there is an important and potential area for future research in self-esteem in speaking activity. In particular, because there are many interesting issues dealing with aspects and factors that influence students' self-esteem.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## REFERENCES

- Acharya, Paresh. B. & Deshmukh, Ravindra. S. (2012). Self-esteem and academic achievement of secondary school students. *International Referred Research Journal*. V.III.
- Ahmed, D., Mladenovic, M., Yan Ho, W. K., Lee, K. C., & Khan, B. A. (2014). Exploring the perception of self esteem among high school athletes. *SportLogia*. 10(2). doi: 10.5550/sgia.141002.en.004A.
- Anderson & Krathwohl. (2001). Understanding the new version of Bloom Taxonomy.
- Arengu. (2013). Self-efficacy, self esteem and gender as determinats of performance in speaking tasks. *Journal of Media and Communication Studies*. 5(6). doi: 10.5897/JMCS2D13. 0366 ISSN 2141-2545. <http://www.academicjournals.org/JMCS>
- Arikunto, S. (2006). *Metodelogi Penelitian*. Yogyakarta: Bina Aksara
- Beurkens, N. (2016). Competence: The key to improving self-esteem, reducing resistance, instilling responsibility, and promoting a positive mood in children. Accessed on 07 November 2019 from <https://www.drbeurkens.com>
- Bhardwaj, K. R, & Gaurav, A. (2013). Gender difference in pre-adolescents' self esteem. *International Journal of Social Science and Interdisciplinary Research*. 2(8).
- Bleidorn, W., Denissen, J. J., Gebauer, J. E., Arslan, R. C., Rentfrow, P. J., & Potter, J. (2016). Age and gender differences in self-esteem-a cross-cultural window. *Journal of Personality and Social Psychology*. 111(3). doi: 10.1037/pspp0000078.supp.
- Branden, N. (1994). *The six pillars of self-esteem*. USA: Bantam Book.
- Burkart, G., & Sheppard, K. (2004). A descriptive studuy of content-ESL practices. *Vol. III: Training Packet Material*.
- Bos, E R. Arjan & Mulken, S. (2006). Changing Self-esteem in Children and Adolsecents: A Roadmap for Future Interventions. *Netherlands Journal of Psychology*.
- Chen, L., Manion, L., & Morrison, K. (2000). Research methods in education. *British Journal of educational Studies*. 48(4). 446-466. doi: 10. 1111/1467-8527.t01-1-00157.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Fransisco. W.H. Freeman and Company

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Creaby, J. (2016). Self-esteem and its relationship with academic self-efficacy beliefs and perceived stress in adolescents.
- Creswell, J. W. (4<sup>th</sup> Ed.). (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston, MA: Pearson.
- Denwigwe, C. P., & Akpama, E. G. (2013). Sex differences in academic self-esteem secondary school students in Abuja metropolis of Nigeria. *Journal of Education and Practice*. 4(13). ISSN: 2222-288X.
- Face, S. (2005). *Learning and assessing through reflection: A practical guide*. Retrieved from University of Ulster. <http://www.science.ulster.ac.uk>
- Fatbardha, S. (2014). Students' perceptions about self-esteem. *Journal of Educational and Social Research MCSER Publishing*. 4(4). ISSN 239-978X.
- Gasti, D. D., & Schivacharan, P. R. (2015). A comparative study self-esteem and coping strategies of male and female post graduate students. *IOSR Journal of Humanities and Social Science*. 20(5). p.102-108. doi: 10.9790/0837-2052102108.
- Ghufron, & Risnawita, R (2010). Teori-teori psikologi. Yogyakarta: Ar-Ruzz Media
- Haidara, Y. (2016). Psychological factor affecting english speaking performance for the English learners in indonesia. *Universal Journal of Educational Research*. doi: 10.13189/ujer.2016.040701. <http://www.hrpub.org>
- Hearherton, T. F., & Polivy, J. (1991). Development and Validation of a scale for measuring state self-esteem. *Journal of Personality and Social Psychology*.
- Jan, S., & Dixit, P. (2014). Self-esteem: A gender based comparison and the causal factors reducing it among indian youth. *International Journal of Humanities and Social Invention*. 3(4). 09-15. ISSN: 2319. [www.ijhssi.org](http://www.ijhssi.org)
- Kanzadeh, Gholam. A., Mahnegar, F., Hassannejad, E., & Bakhtiarvand, M. (2013). The influence of EFL students' self-esteem on their speaking skills. *The international Journal of Language Learning and Applied Linguistics World*. 2(2). ISSN: 2289-2737.
- Khelek, A. M. (2016). Introduicng to the psychology of self esteem. *Nova Science Publishers, Inc*. ISBN : 978-1-53610-294-9.
- Koosha, B., Ketabi, S., & Kassaian, Z. (2011). The effects of self-esteem, age and gender on the speaking skill of intermediate university EFL learners. *Theory and Practice in Language Studies*. 1(10). doi: 10.4304/tpls. 1. 10. 1328-1337.
- Krathwohl, David. R. (2002). A revision of bloom's taxonomy: An overview. *Theory into Practice*. 41(4).



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Kularski, C. M. (2010). Gender differences in self esteem. *Fayetteville State University*.
- Lathifah, S. (2015). Affective Issues in Speaking Faced by English and Accounting Department
- Leong, L. M., & Ahmadi, S. M. (2017). Analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*. doi: 10. 18869.
- Mezouzi, S. (2013). Analysis of some factors affecting learners' oral performance. *Faculty of Letters and Languages Department of Foreign Languages English Division*.
- McMillan, H. James & Schumacher, S. (6<sup>th</sup> Ed). (2006). *Research in Education; Evidence Based Inquiry*. Virginia Commonwealth University: Pearson
- Naderi, H., Jamaluddin, S., & Hamid, T. A. (2009). Self-esteem, gender and academic achievement of undergraduate students. *American Journal of Scientific Research*. 26-37. ISSN 1450-223X.
- Navita. (2016). *Role of Self-esteem in English Speaking Skills in Adolescent Learners*. Research Journal of English Language and Literature. Vol 4. Issue 4
- Nitu, A. M. (2014). Gender differences in the relationship between body image and self-esteem. *Journal of Experiential Psychotherapy*. 17(3).
- Nunan, D. (2003). *Practical English Language Teaching: Speaking*. New York: McGraw- Hill Companies, INC
- Nur, C., & Mahapatro, M. (2016). Gender differences in self-esteem among young adults. *Austin Journal of Women's Health*. 3(1).
- Olwaraji, Friday. E., Onyebueke, Godwin. C., Nduanya, Calista. U., and Nwokpoku, Emeka. N. (2016). Gender differences, loneliness, self-esteem and depression in a sample of Nigerian university students. *Journal of Psychiatry and Psychiatric Disorder*. 1(1). 26-37.
- Osmanaga, F. (2014). Students' perception about self-esteem. *Journal of Educational and Social Research*. 4(4). doi: 10.5901/jesr.2014.v4n4p048.
- Pallant, J., (4<sup>th</sup> Ed). (2010). *SPSS Survival manual: A step by step guide to data analysis using the SPSS Program*. McGraw Hill: New York.
- Patton, W., Bartrum, D. A., & Creed, P. A. (2004). Gender differences for optimism, self-esteem, expectations and goals in predicting career planning and exploration in adolescents. *International Journal for Educational and Vocational Guidance*. 4(3). doi: 193-209.





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pramita, G. A. (2012). The contribution of self-esteem and language learning strategies to the students' English proficiency for second year students.
- Rashid, A., Bukhari, S. R., Fatima, S. I., Saba, F., Afzal, F. (2017). Self-esteem among male and female adolescents. *The International Journal of Indian Psychology*. 4(3). doi: 10.25215/0403.110. <http://www.ijip.in>
- Reklau, M. (2018). *Love Yourself First: Boost Your Self-esteem in 30 Days*.
- Rivers, W. (2<sup>nd</sup> Ed.). (1981). *Teaching foreign language skills*. Chicago: University of Chicago Press.
- Robins, R., Gosling, D S & Trzesniewski. (2002). Self-esteem across the lifespan. *Psychology and Aging Journal*.
- Rosenberg, M. (1965). Society and adolescent self-image. *NJ: Pricenton University Press*.
- Rosyida, P. (2016). Students' self-esteem in speaking ability. *SMART Journal*. 2(2). 94-104.
- Sadia, M. (2013). Gender differences in self-esteem and happiness among university students. *International Journal of Development and Sustainability*. 2(1). 445-454. ISSN: 2186-8662.
- Schwalbe, M. L & Staples, C. L. (1991). Gender differences in sources of self-esteem. *Sociological Association*. 54(2).
- Smith, S. R., & Harte, V. (2015). *Self-Esteem for Dummies*. A Wiley Brand.
- Sorensen, J M. (2015). *Self-esteem for Dummies*. A Wiley Brand
- Srivastava, N., & Agarwal, S. (2013). Self-esteem among young adults-a comparative study. *International Journal of Humanities and Social Science Invention*. 2(3). 59-61. ISSN: 2319. [www.ijhssi.org](http://www.ijhssi.org)
- Suprisno Hadi. (2000). *Metode Riset Jilid I*. Penerbit Andi. Yogyakarta
- Syahrini, M. (2015). The correlation students' self-esteem and ability in speaking English.
- Wilson, B. A. (1997). Cognitive rehabilitation: How it is and it might be. *Journal International Neuropsychology Soc*. 3(5).





Questionnaire for self-esteem in speaking activity  
(Angket tentang harga diri dalam aktifitas berbicara )

© Hak cipta ini milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Survey ini dilakukan untuk memperoleh data mengenai self-esteem mahasiswa dalam aktifitas berbicara menggunakan bahasa inggris.

4. Angket ini bukanlah tes, sehingga tidak ada jawaban yang benar ataupun salah sehingga tidak mempengaruhi nilai dan status anda sebagai mahasiswa jurusan Bahasa Inggris. Oleh karena itu isilah angket ini sesuai dengan pendapat, perasaan dan keadaan anda yang sebenarnya.

5. Apapun jawaban anda akan menjadi rahasia yang hanya dibaca oleh peneliti.

6. Jawablah pertanyaan dibawah ini dan beri tanda (√) jika:

- 1 = Not at all
- 2 = A little bit
- 3 = Somewhat
- 4 = Very much
- 5 = Extremely

7. Mohon diisi dengan sungguh-sungguh karena jawaban anda akan menentukan keberhasilan penelitian ini.

**Data pribadi**

Nama :  
Jenis kelamin :  
Jurusan :  
Kelas :

Pertanyaan	Scale				
	1	2	3	4	5
I feel confident about my abilities (Saya merasa percaya diri dengan kemampuan saya)					
I am worried about whether I am regarded as a success or failure (Saya khawatir apakah saya dianggap sukses atau gagal oleh orang lain)					
I feel satisfied with the way my body looks right now (Saya merasa puas dengan penampilan fisik saya saat ini)					
I feel frustrated or rattled about my performance (Saya merasa frustrasi/bingung tentang penampilan saya ketika di depan audien)					
I feel that I am having trouble understanding things that I read (Saya merasa bahwa saya mengalami masalah dalam memahami apa yang saya baca)					



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6	1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.	I feel that others respect and admire me (Saya merasa bahwa orang lain menghormati dan mengagumi saya)					
7	a. Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.	I am dissatisfied with my weight (Saya merasa tidak puas dengan berat badan saya)					
8	b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	I feel self-conscious (saya merasa cemas dengan image saya di depan audien)					
9		I feel as smart as others (saya merasa mampu memiliki kemampuan setara dengan orang lain)					
10		I feel displeased with myself (Saya merasa tidak senang dengan diri saya sendiri)					
11		I feel good about myself (Saya merasa nyaman dengan diri saya sendiri)					
12		I am pleased with my appearance right now (Saya senang dengan penampilan saya saat ini)					
13		I am worried about what other people think of me (Saya merasa khawatir dengan apa yang orang lain pikirkan tentang saya)					
14		I feel confident that I understand things (Saya merasa yakin bahwa saya memahami banyak hal dalam mata kuliah ini)					
15		I feel inferior to others at this moment (Saya merasa rendah diri terhadap orang lain pada saat ini)					
16		I feel unattractive (Saya merasa tidak nyaman dengan penampilan fisik saya)					
17		I feel concerned about the impression I am making (saya memberi perhatian terhadap kesan yang saya buat)					
18		I feel that I have less scholastic ability right now than other (Saya merasa memiliki kemampuan skolastik yang kurang saat ini dibandingkan yang lain)					
19		I feel like I'm not doing well (Saya merasa tidak menampilkan yang terbaik di depan audien)					
20		I am worried about looking foolish (Saya khawatir terlihat bodoh ketika berbicara di depan audien)					

These questions divided into 3 subcomponents, as follows:

- Performance (1, 4, 5, 9, 14, 18, 19)  
 Social (2, 8, 10, 13, 15, 17, 20)  
 Physical (3, 6, 7, 11, 12, 16)

Questionnaire for self-esteem in speaking activity  
(Angket tentang harga diri dalam aktifitas berbicara)

Petunjuk umum

1. Survey ini dilakukan untuk memperoleh data mengenai self-esteem mahasiswa dalam aktivitas berbicara menggunakan bahasa Inggris.
2. Angket ini bukanlah tes, sehingga tidak ada jawaban yang benar ataupun salah sehingga tidak mempengaruhi nilai dan status anda sebagai mahasiswa jurusan Bahasa Inggris. Oleh karena itu isilah angket ini sesuai dengan pendapat, perasaan dan keadaan anda yang sebenarnya.
3. Apapun jawaban anda akan menjadi rahasia yang hanya dibaca oleh peneliti.
4. Jawablah pertanyaan dibawah ini dan beri tanda (✓) jika:
  - 1 = Not at all
  - 2 = A little bit
  - 3 = Somewhat
  - 4 = Very much
  - 5 = Extremely
5. Mohon diisi dengan sungguh-sungguh karena jawaban anda akan menentukan keberhasilan penelitian ini.

**Data pribadi**

Nama : Ulil Fahmi  
 Jenis kelamin : Male  
 Jurusan : FEd  
 Kelas : D

No	Pertanyaan	Scale				
		1	2	3	4	5
1	I feel confident about my abilities (Saya merasa percaya diri dengan kemampuan saya)			✓		
2	I am worried about whether I am regarded as a success or failure (Saya khawatir apakah saya dianggap sukses atau gagal oleh orang lain)		✓			
3	I feel satisfied with the way my body looks right now (Saya merasa puas dengan penampilan fisik saya saat ini)				✓	
4	I feel frustrated or rattled about my performance (Saya merasa frustrasi/bingung tentang penampilan saya ketika di depan audien)		✓			
5	I feel that I am having trouble understanding things that I read (Saya merasa bahwa saya mengalami masalah dalam memahami apa yang saya baca)		✓			



6	I feel that others respect and admire me (Saya merasa bahwa orang lain menghormati dan mengagumi saya)			✓		
7	I am dissatisfied with my weight (Saya merasa tidak puas dengan berat badan saya)				✓	
8	I feel self-conscious (saya merasa cemas dengan image saya di depan audien)		✓			
9	I feel as smart as others (saya merasa mampu memiliki kemampuan setara dengan orang lain)		✓			
10	I feel displeased with myself (Saya merasa tidak senang dengan diri saya sendiri)	✓				
11	I feel good about myself (Saya merasa nyaman dengan diri saya sendiri)			✓		
12	I am pleased with my appearance right now (Saya senang dengan penampilan saya saat ini)	✓				
13	I am worried about what other people think of me (Saya merasa khawatir dengan apa yang orang lain pikirkan tentang saya)	✓				
14	I feel confident that I understand things (Saya merasa yakin bahwa saya memahami banyak hal dalam mata kuliah ini)			✓		
15	I feel inferior to others at this moment (Saya merasa rendah diri terhadap orang lain pada saat ini)	✓				
16	I feel unattractive (Saya merasa tidak nyaman dengan penampilan fisik saya)					✓
17	I feel concerned about the impression I am making (saya memberi perhatian terhadap kesan yang saya buat)			✓		
18	I feel that I have less scholastic ability right now than others (Saya merasa memiliki kemampuan skolastik yang kurang saat ini dibandingkan yang lain)	✓				
19	I feel like I'm not doing well (Saya merasa tidak menampilkan yang terbaik di depan audien)	✓				
20	I am worried about looking foolish (Saya khawatir terlihat bodoh ketika berbicara di depan audien)	✓				

These questions divided into 3 subcomponents, as follows:

Performance (1, 4, 5, 9, 14, 18, 19)  
 Social (2, 8, 10, 13, 15, 17, 20)  
 Physical (3, 6, 7, 11, 12, 16)

Questionnaire for self-esteem in speaking activity  
(Angket tentang harga diri dalam aktifitas berbicara )

Petunjuk umum

1. Survey ini dilakukan untuk memperoleh data mengenai self-esteem mahasiswa dalam aktivitas berbicara menggunakan bahasa inggris.
2. Angket ini bukanlah tes, sehingga tidak ada jawaban yang benar ataupun salah sehingga tidak mempengaruhi nilai dan status anda sebagai mahasiswa jurusan Bahasa Inggris. Oleh karena itu isilah angket ini sesuai dengan pendapat, perasaan dan keadaan anda yang sebenarnya.
3. Apapun jawaban anda akan menjadi rahasia yang hanya dibaca oleh peneliti.
4. Jawablah pertanyaan dibawah ini dan beri tanda (✓) jika:
  - 1 = Not at all
  - 2 = A little bit
  - 3 = Somewhat
  - 4 = Very much
  - 5 = Extremely
5. Mohon diisi dengan sungguh-sungguh karena jawaban anda akan menentukan keberhasilan penelitian ini.

**Data pribadi**

Nama : IIM IMDA ASTUTI  
 Jenis kelamin : Female  
 Jurusan : English Education  
 Kelas : E

No	Pertanyaan	Scale				
		1	2	3	4	5
1	I feel confident about my abilities (Saya merasa percaya diri dengan kemampuan saya)			✓		
2	I am worried about whether I am regarded as a success or failure (Saya khawatir apakah saya dianggap sukses atau gagal oleh orang lain)		✓			
3	I feel satisfied with the way my body looks right now (Saya merasa puas dengan penampilan fisik saya saat ini)	✓				
4	I feel frustrated or rattled about my performance (Saya merasa frustrasi/bingung tentang penampilan saya ketika di depan audien)		✓			
5	I feel that I am having trouble understanding things that I read (Saya merasa bahwa saya mengalami masalah dalam memahami apa yang saya baca)			✓		



6	I feel that others respect and admire me (Saya merasa bahwa orang lain menghormati dan mengagumi saya)		✓			
7	I am dissatisfied with my weight (Saya merasa tidak puas dengan berat badan saya)			✓		
8	I feel self-conscious (saya merasa cemas dengan image saya di depan audien)				✓	
9	I feel as smart as others (saya merasa mampu memiliki kemampuan setara dengan orang lain)		✓			
10	I feel displeased with myself (Saya merasa tidak senang dengan diri saya sendiri)					✓
11	I feel good about myself (Saya merasa nyaman dengan diri saya sendiri)	✓				
12	I am pleased with my appearance right now (Saya senang dengan penampilan saya saat ini)	✓				
13	I am worried about what other people think of me (Saya merasa khawatir dengan apa yang orang lain pikirkan tentang saya)					✓
14	I feel confident that I understand things (Saya merasa yakin bahwa saya memahami banyak hal dalam mata kuliah ini)		✓			
15	I feel inferior to others at this moment (Saya merasa rendah diri terhadap orang lain pada saat ini)					✓
16	I feel unattractive (Saya merasa tidak nyaman dengan penampilan fisik saya)					✓
17	I feel concerned about the impression I am making (saya memberi perhatian terhadap kesan yang saya buat)				✓	
18	I feel that I have less scholastic ability right now than others (Saya merasa memiliki kemampuan skolastik yang kurang saat ini dibandingkan yang lain)			✓		
19	I feel like I'm not doing well (Saya merasa tidak menampilkan yang terbaik di depan audien)				✓	
20	I am worried about looking foolish (Saya khawatir terlihat bodoh ketika berbicara di depan audien)		✓			

These questions divided into 3 subcomponents, as follows:

- Performance (1, 4, 5, 9, 14, 18, 19)  
 Social (2, 8, 10, 13, 15, 17, 20)  
 Physical (3, 6, 7, 11, 12, 16)





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561847  
Fax. (0761) 561847 Web. www.fk.uinsuska.ac.id, E-mail: efsk\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5034/2019  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 26 Maret 2019

Kepada  
Yth.

1. Bukhori, S.Pd.I, M.Pd.
  2. Zelly Putriani, M.Pd
- Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RIZKY AMALIAH ULFIATUN NIKMAH

NIM : 11513200140

Jurusan : Pendidikan Bahasa Inggris

Judul : REFLECTION OF GENDERS SELF ESTEEM IN SPEAKING CLASS AT  
SECOND YEAR OF ENGLISH STUDENTS IN SULTAN SYARIF KASIM  
RIAU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan  
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Amor : Un.04/F.II.4/PP.00.9/12897/2019  
fat : Biasa  
mp. : -  
al : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 28 Agustus 2019

Kepada  
Yth. Dr. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RIZKY AMALIAH ULFIATUN NIKMAH

NIM : 11513200140

Jurusan : Pendidikan Bahasa Inggris

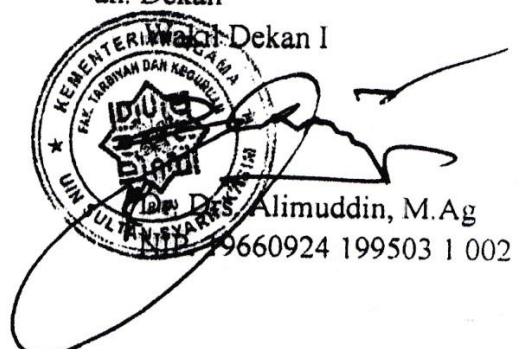
Judul : Reflection of Genders Self Esteem in Speaking Class at Second Year of English Students in Sultan Syarif Kasim Riau

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan

Wakil Dekan I

  
Alimuddin, M.Ag  
NID. 19660924 199503 1 002

embusan :  
ekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 581647  
Fax. (0761) 581647 Web: www.fk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/12897/2019  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 28 Agustus 2019

Kepada  
Yth. Zelly Putriani, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RIZKY AMALIAH ULFIATUN NIKMAH

NIM : 11513200140

Jurusan : Pendidikan Bahasa Inggris

Judul : Reflection of Genders Self Esteem in Speaking Class at Second Year of English Students in Sultan Syarif Kasim Riau

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam  
an. Dekan

Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag

19660924 199503 1 002

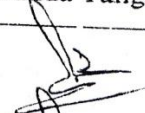






embusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau






**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Bukhori, S.Pd.I, M.Pd.
3. a. Nomor Induk Pegawai (NIP) : 197905122007101001
4. Nama Mahasiswa : RIZKY AMALIAH ULFIATUNNIKMAH
5. Nomor Induk Mahasiswa : 11513200140
6. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	24 Desember 2018	Perubahan Judul "Reflection of Genders self-esteem in speaking activity at second year of EED		
2.	28 Januari 2019	Method of the Research		
3.	30 Januari 2019	Method of the Research		
4.	11 / March - 2019	Acc Proposal		
5.	16 / June - 2019	Bimbingan Instrument		
6.	27 / September - 2019	Bimbingan skripsi		
7.	29 / October - 2019 <del>10 Desember</del>	Acc skripsi		

Pekanbaru, 29 / 10 - 2019  
Pembimbing,

  
Dr. Bukhori, S.Pd.I, M.Pd.  
NIP.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :  
 a. Seminar usul Penelitian :  
 b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Zelly Putriani, M.Pd  
 a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Rizky Amaliah .U
4. Nomor Induk Mahasiswa : 11513200140
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	21/03 - 2019	Acc Proposal		
	28/06 - 2019	Bimbingan Instrument		
	30/09 - 2019	Bimbingan		
	29/10 - 2019	Bimbingan skripsi (penulisan)		
	01/11 - 2019	Bimbingan skripsi (penulisan)		
	05/11 - 2019	Acc skripsi		

Pekanbaru, 05/11.....2019  
Pembimbing,

Zelly Putriani, M.Pd  
NIP.



**REFLECTION OF GENDERS SELF-ESTEEM IN SPEAKING ACTIVITY**

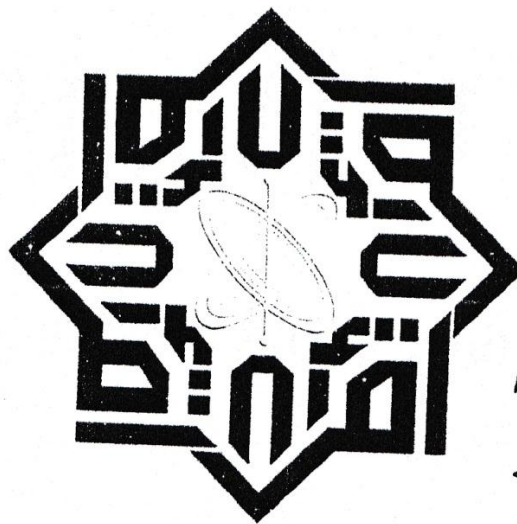
**AT SECOND YEAR OF ENGLISH STUDENTS IN SULTAN**

**SYARIF KASIM RIAU**

**A PROPOSAL**

*Approved for proposal Seminar  
11/03-2019*

*Dr. Buthori, S.Pd.I, SM.Pd.*



*Approved,  
Zelly putriani, M.Pd.*

**RIZKY AMALIAH ULFIATUNNIKMAH**

**NIM. 11513200140**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN**

**SYARIF KASIM RIAU**

**1440 H/2019 M**





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Amor : Un.04/F.II.4/PP.00.9/7492/2019  
Bat : Biasa  
mp. : -  
l : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 02 Mei 2019

Kepada  
Yth. Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

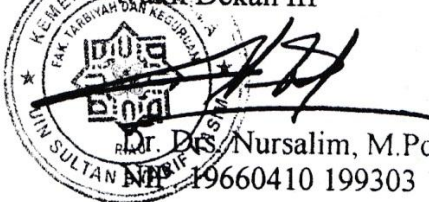
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : RIZKY AMALIAH ULFIATUN NIKMAH  
NIM : 11513200140  
Semester/Tahun : VIII (Delapan)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an-Dekan  
Wakil Dekan III  
  
Dr. Drs. Nursalim, M.Pd  
19660410 199303 1 005

**SURAT KETERANGAN**

No: 01.7/Sket/PBI/VI/ 2019

Berdasarkan surat izin melakukan Pra Riset No. Un.04/F.II.4/PP.00.9/7492/2019 atas nama:

Nama	: Rizky Amaliah Ulfiatunnikmah
NIM	: 111513200140
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Menerangkan bahwa yang bersangkutan diberi izin melaksanakan pra-riset untuk pengumpulan data skripsi yang berjudul "Reflection of Genders Self-Esteem in Speaking Activity at Second Year of English Students in Sultan Syarif Kasim Riau di Jurusan pendidikan Bahasa Inggris UIN Suska Riau."

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Pekanbaru, 6 Juni 2019

Mengetahui,

Ketua Jurusan PBI



Drs. Samsi, M.H.Sc.

19630803 199303 1 003





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/9351/2019  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 04 Juli 2019 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : RIZKY AMALIAH ULFIATUN NIKMAH  
NIM : 11513200140  
Semester/Tahun : VIII (Delapan)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Reflection of Genders Self Esteem in Speaking Class at Second Year of English Students in Sultan Syarif Kasim Riau

Lokasi Penelitian : UIN Sultan Syarif Kasim Riau

Waktu Penelitian : 3 Bulan (04 Juli 2019 s.d 04 Oktober 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor  
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag  
19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/24212  
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lancang Kuning, Nomor : Un.04/F.II/PP.00.9/9351/2019 Tanggal 4 Juli 2019, dengan ini memberikan rekomendasi kepada:

- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | RIZKY AMALIAH ULFIATUN NIKMAH   |
| 2. NIM / KTP         | : | 115132001400  |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : | S1  |
| 5. Alamat            | : | PEKANBARU   |
| 6. Judul Penelitian  | : | REFLECTION OF GENDERS SELF-ESTEEM IN SPEAKING ACTIVITY AT SECOND YEAR OF ENGLISH STUDENTS IN SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : | UIN SULTAN SYARIF KASIM RIAU  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 11 Juli 2019



Ditandatangani Secara Elektronik Oleh:  
KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU

EVAREFITA, SE, M.Si  
Pembina Utama Muda  
NIP. 19720628 199703 2 004

**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lancang Kuning di Pekanbaru
4. Yang Bersangkutan



UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
جامعة السلطان شريف قاسم الاسلاميه الحكومية رياو  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

Jl. H.R. Soebrantas KM. 15 No. 155 Tuahmadani Tampan - Pekanbaru 28293 PO Box. 1004  
Telp. 0761-562051 Fax. 0761-562052 Web. www.uin-suska.ac.id, Email: rektor@uin-suska.ac.id

Nomor : 3528/Un.04/WR.I/TL.00/10/2019  
Sifat : Penting  
Lamp :  
Hal : Izin Riset

Pekanbaru, 21 Oktober 2019

Kepada Yth.

Dekan

UIN Suska Riau

Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat nomor: 503/DPMPTSP/NON IZIN-RISET/24212 tanggal 11 Juli 2019 hal Rekomendasi Riset/Praktek, maka kami minta kepada Saudara agar dapat membantu Riset nama tersebut di bawah ini :

Nama : Rizky Amaliah Ulfiatun Nikmah  
NIM : 115132001400  
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Penelitian dan Pengambilan data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: " *Reflection of Genders Self-esteem in Speaking Activity at second year of English Students in Sultan Syarif Kasim Riau* " pada unit kerja saudara.

Demikianlah kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam

a.n. Rektor

Wakil Rektor Bidang Akademik  
Dan Pengembangan Lembaga



Drs. H. Suryan A. Jamrah, MA  
NIP. 19591009 198803 1 004

Tembusan: Yth.  
Rektor UIN Suska Riau.

Kepada Yth.  
Ketua jurusan  
Pendidikan Bahasa Inggris  
Di tempat

Rabu, 30 Oktober 2019

Assalamualaikum Wr. Wb.

Dengan hormat, saya memohon/izin kepada prodi jurusan Pendidikan Bahasa Inggris untuk mengeluarkan surat keterangan telah melakukan riset, atas nama :

Nama : Rizky Amaliah Ulfiatunnikmah  
NIM : 11513200140  
Semester : IX (Sembilan)  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau  
Judul Skripsi : *Reflection of Gender Self-esteem in Speaking Activity at Second Year of English Students in Sultan Syarif Kasim Riau*

Sehubungan dengan surat ini, semoga Bapak berkenan untuk membantu.

Wassalam  
Mengetahui mahasiswa,

  
Rizky Amaliah .U



## **SURAT KETERANGAN**

No: 02.2/Sket/PBI/X/2019

Dengan ini menerangkan:

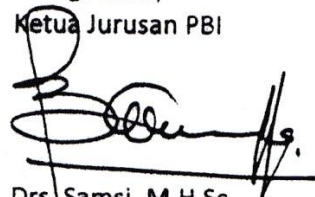
Nama : Rizky Amaliah Ulfatunnikmah  
NIM : 11513200140  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

bahwa yang bersangkutan telah melaksanakan riset untuk pengumpulan data skripsi yang berjudul "Reflection of Gender Self- Esteem in Speaking Activity at Second Year of English Students in Sultan Syarif Kasim Riau di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau."

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Pekanbaru, 31 Oktober 2019

Mengetahui,  
Ketua Jurusan PBI



Drs. Samsi, M.H.Sc.

NIP. 19630803 199303 1 003







## Hak Cipta Dilindungi Undang-Undang

### Curriculum Vitae

#### PERSONAL INFORMATION



Full Name	Rizky Amaliah Ulfiatunnikmah
Sex	Female
Place, Date of Birth	Tembilahan, 26 <sup>th</sup> June 1997
Nationality	Indonesia
Religion	Islam
City	Tembilahan
Mobile	+628373490953

#### EDUCATIONAL BACKGROUND

2015 –	Present Undergraduate Students State Islamic University of Sultan Syarif Kasim, Riau, Pekanbaru, Indonesia
2012 – 2015	State Senior High School 1 Tembilahan Hulu, Riau, Indonesia
2009 – 2012	State Islamic Junior High School 094 Tembilahan, Riau, Indonesia
2003 – 2009	Elementary School 048 Tembilahan, Riau, Indonesia

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.